



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

638 S. 96th Street, Mesa, AZ 85208

Mesa Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Aaron Kaczmarek
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-6
2004 Enrollment : 852
Web Address : www.mpsaz.org/stevensn/
Phone Number : (480) 472-9000
Fax Number : (480) 472-9070
E-mail : atkaczma@mpsaz.org

Mission

The mission of Stevenson School is to produce students who demonstrate mastery of basic and advanced academic skills appropriate to their potential. As a Title I school with self-contained classrooms, we utilize traditional and team-teaching methods.

School / Academic Goals

- ü Students will increase math achievement scores. Computation skills, mastering facts, and problem solving skills will be focused upon. Improvement will be based on AIMS and SAT 9 scores.
- ü Students will increase reading achievement scores. Implementation of the new district series and all of its components will be the focus for the year. Improvement will be based on AIMS and SAT 9 scores.

Enrollment

October 1, 2003 School Year Student Enrollment : 957
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 60

Instructional Programs

- Ü Title I Reading (Primary)
- Ü Extended-day Kindergarten
- Ü English Language Learners
- Ü Mesa Early Learning Program
- Ü Young Kindergarten Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

At the beginning of every year each child is given a folder with complete information about school discipline policies, homework, attendance and tardy policies. In addition, our intermediate students are given assignment calendars to record their daily assignments. Information on high academic expectations for children is included in the monthly newsletter.

Parents

Parents are encouraged to volunteer and participate in their child's learning at Stevenson to ensure that each child learns to the best of their ability. Parents must get students to school on time, rested, fed, and properly clothed. Parents are expected to work with their child and his/her teacher to ensure that each child learns to the best of their ability.

Transportation Policy

Busing is provided for all students who live more than one mile from the school to which they are assigned. Transportation is not provided for open enrollment students. Specialized transportation is provided for all special education students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü District Poetry Contest	1998
Ü District Poetry Contest	1999
Ü Arizona State Teacher of the Year	1999

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	5651	75509	99	98	100	502	532	521	21	9	13	32	19	23	23	33	33	24	39	31
All Students (Prior Year)	133	5599	75372	97	98	100	501	536	523	15	5	9	36	18	25	37	38	36	13	39	30
Female	62	2784	37013	100	98	100	496	534	522	22	9	12	37	19	24	22	34	33	20	39	31
Male	54	2859	38430	98	98	99	508	531	521	21	10	14	26	19	22	25	32	33	28	38	31
African American	10	218	3660	100	98	99	517	509	496	20	17	24	30	26	31	20	32	28	30	25	18
Hispanic	43	1862	30486	93	99	99	490	515	505	20	13	18	43	25	29	23	35	32	15	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	58	3216	35192	100	98	99	508	544	534	22	6	8	26	15	19	24	32	35	28	46	39
Students with Disabilities	16	599	9708	100	100	100	491	484	489	47	35	32	27	28	27	7	21	24	20	15	17
Students without Disabilities	100	5052	65801	96	98	98	504	537	525	17	7	11	33	18	23	26	34	34	24	41	33
Limited English Proficient Students	26	1053	16928	100	100	100	501	506	485	17	17	29	35	27	33	26	33	26	22	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	95	2909	36411				502	514	503	21	14	19	37	24	29	20	34	32	23	27	20
Non-Economically Disadvantaged	21	2742	39040				503	550	534	24	5	8	10	14	19	38	32	34	29	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	116	5641	75492	99	98	100	502	522	519	23	11	12	24	14	16	45	48	47	8	27	24
All Students (Prior Year)	134	5584	75221	98	98	100	510	528	523	15	5	8	26	12	16	50	59	56	9	23	21
Female	62	2785	37014	100	98	100	507	526	523	17	9	10	25	13	15	52	49	48	7	29	27
Male	54	2850	38400	98	98	99	497	518	516	30	13	14	23	16	17	38	48	47	9	24	21
African American	10	218	3665	100	98	99	494	509	505	20	14	20	40	22	22	40	53	43	0	11	14
Hispanic	43	1851	30438	93	98	99	496	509	508	23	17	17	30	20	21	45	49	47	3	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	58	3215	35177	100	98	99	507	530	528	26	7	8	17	11	13	43	48	49	14	34	31
Students with Disabilities	16	589	9707	100	98	100	482	487	495	60	43	33	13	18	21	20	30	33	7	9	13
Students without Disabilities	100	5052	65785	96	98	98	505	525	522	17	7	10	26	14	16	49	50	49	8	28	26
Limited English Proficient Students	26	1047	16905	100	100	100	501	499	489	22	25	34	30	24	28	43	40	32	4	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	95	2904	36302				502	510	507	23	16	18	25	19	21	46	49	46	7	15	14
Non-Economically Disadvantaged	21	2737	39164				506	534	528	24	5	8	19	10	13	43	48	48	14	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	115	5611	75053	98	98	99	536	578	597	17	10	7	16	14	12	64	68	72	3	7	9
All Students (Prior Year)	128	5503	73654	93	97	99	504	530	530	25	7	9	22	12	13	51	77	70	2	5	7
Female	62	2774	36872	100	98	99	568	604	621	7	6	5	12	11	9	78	73	74	3	10	12
Male	53	2831	38109	96	97	99	499	552	573	29	14	10	21	17	14	48	64	69	2	4	6
African American	10	216	3636	100	97	99	525	545	568	10	15	12	30	18	16	60	62	67	0	4	6
Hispanic	43	1847	30235	93	98	98	514	541	575	23	14	9	18	17	14	60	66	70	0	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	57	3193	35028	100	97	99	550	599	613	16	8	6	14	12	10	65	70	73	5	10	11
Students with Disabilities	16	588	9625	100	98	100	503	489	530	27	33	21	27	23	21	40	42	55	7	2	4
Students without Disabilities	99	5023	65428	95	98	98	541	587	604	15	8	6	14	13	11	68	71	73	2	8	10
Limited English Proficient Students	26	1044	16765	100	100	100	511	524	525	22	16	17	17	20	20	61	63	60	0	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	94	2890	36077				529	542	566	18	14	10	18	17	16	65	65	69	0	3	5
Non-Economically Disadvantaged	21	2721	38950				567	613	618	14	6	5	10	11	9	62	71	73	14	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	5809	76019	97	99	100	503	514	499	8	9	14	40	34	39	19	13	14	33	44	33
All Students (Prior Year)	116	5726	76230	100	98	100	501	517	498	7	6	12	41	31	38	14	13	12	39	50	37
Female	54	2821	37207	98	99	100	502	514	499	4	8	12	43	35	41	23	13	14	30	44	33
Male	55	2979	38677	96	99	100	503	515	498	11	11	15	37	32	38	15	13	13	37	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	36	1790	29458	92	99	100	484	490	480	7	15	20	64	48	48	11	11	12	18	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	61	3386	35880	100	98	100	521	529	515	2	5	7	27	26	32	25	14	16	45	55	45
Students with Disabilities	15	619	9786	88	100	100	490	460	457	0	40	39	80	39	40	0	7	7	20	14	13
Students without Disabilities	94	5190	66233	99	98	99	504	519	503	8	6	11	38	33	39	20	14	14	34	47	35
Limited English Proficient Students	18	972	15206	100	100	100	487	477	459	9	20	31	55	53	53	18	10	7	18	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	72	2753	35714				500	493	480	7	15	20	43	44	47	19	12	12	31	29	20
Non-Economically Disadvantaged	37	3056	40266				507	531	513	9	5	9	34	25	33	20	14	15	37	56	43

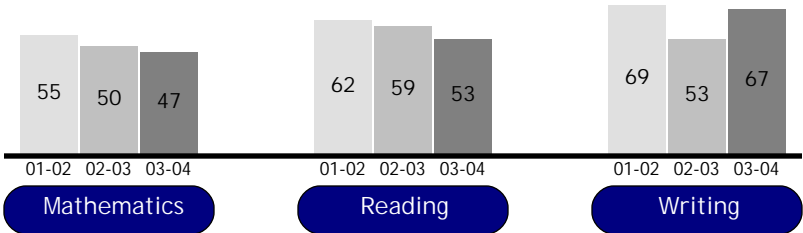
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	5803	76020	97	99	100	501	507	503	17	20	25	26	22	23	48	43	40	9	16	12
All Students (Prior Year)	118	5721	76202	100	98	100	500	510	505	22	11	19	25	21	24	48	53	46	6	14	11
Female	54	2820	37213	98	99	100	504	508	504	20	17	22	17	21	23	52	46	42	11	16	13
Male	55	2973	38666	96	99	100	499	505	501	15	22	29	35	22	22	43	41	38	7	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	36	1784	29442	92	99	99	492	496	494	33	33	37	37	26	26	26	34	31	4	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	61	3386	35890	100	98	100	508	513	511	7	12	15	18	19	20	64	48	48	11	21	18
Students with Disabilities	15	617	9784	88	100	100	506	487	485	0	57	58	50	18	19	25	19	19	25	6	4
Students without Disabilities	94	5186	66236	99	98	99	501	509	504	18	16	23	25	22	23	49	45	42	8	17	13
Limited English Proficient Students	18	967	15198	100	100	100	494	490	483	20	43	59	50	28	25	20	25	14	10	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	72	2745	35703				500	497	494	19	31	37	30	26	26	44	36	31	7	8	6
Non-Economically Disadvantaged	37	3058	40274				503	514	509	14	11	17	20	18	20	54	49	47	11	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	5771	75673	97	98	100	493	530	530	22	15	12	27	25	25	49	56	58	2	5	4
All Students (Prior Year)	109	5622	74692	96	96	99	481	510	502	27	12	18	38	26	27	33	53	47	1	9	8
Female	54	2805	37099	98	98	100	520	549	548	13	10	8	28	22	22	54	62	64	4	6	6
Male	55	2956	38441	96	98	99	466	511	513	30	19	16	26	27	29	43	50	52	0	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	36	1776	29305	92	99	99	465	495	507	26	21	16	33	33	31	41	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	61	3366	35760	100	98	99	510	549	550	18	11	9	24	20	21	55	62	64	4	7	6
Students with Disabilities	15	605	9706	88	100	100	410	444	462	25	48	36	50	24	32	25	25	31	0	2	1
Students without Disabilities	94	5166	65967	99	98	99	497	537	536	22	12	10	26	25	25	50	59	60	2	5	5
Limited English Proficient Students	18	961	15115	100	100	100	408	475	471	60	28	26	20	38	38	20	34	35	0	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	72	2731	35541				503	500	504	19	20	17	30	31	31	47	47	50	4	2	2
Non-Economically Disadvantaged	37	3040	40091				476	553	550	26	10	9	23	19	21	51	63	64	0	7	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	24	51	44	90	35	61	50	92	44	NA	58
	Language	97	18	42	39	97	23	49	43	92	33	53	50
	Mathematics	97	35	57	52	96	48	67	57	92	53	71	64
3	Reading	100	28	50	43	88	34	57	47	95	35	NA	55
	Language	99	31	53	50	93	38	61	54	95	40	63	61
	Mathematics	99	29	55	50	89	37	64	54	95	45	66	61
4	Reading	99	30	51	47	90	53	62	52	81	48	NA	56
	Language	99	29	47	45	96	45	54	48	90	37	55	52
	Mathematics	99	31	59	52	96	61	68	57	86	52	68	61
5	Reading	100	38	51	46	91	45	59	50	92	51	NA	55
	Language	100	28	45	43	94	34	53	46	93	48	55	49
	Mathematics	99	52	63	54	96	55	68	57	94	64	71	63
6	Reading	98	48	56	49	95	54	62	53	98	46	NA	56
	Language	98	41	47	42	99	37	53	45	96	34	55	48
	Mathematics	100	67	71	58	98	69	75	62	97	63	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Stevenson Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Discipline Issues
- Ü Tax Credit
- Ü School Remodeling
- Ü School Field Trips
- Ü Fund Raising Issues
- Ü Community/School Issues

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	53.00
Other Professional Staff	6.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	0
4 to 6 years	8	3	0	0
7 to 9 years	3	4	0	0
10 or more years	4	28	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	53
Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Josten Computer Lab (Title I)
- Ü Broadcasting Club
- Ü Media Center

Extracurricular Activities

- Ü Student Council
- Ü After School Sports
- Ü Chorus/Band
- Ü After School Tutoring Program
- Ü Student Clubs

Social Services

- Ü Breakfast Program
- Ü Lunch Program
- Ü Parent Education/Support Programs
- Ü Adult Education
- Ü English Class - Spanish Speaking Parents

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü All grade levels met or exceeded school improvement math goals.

ü All grade levels have met or exceeded school reading achievement goals.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	94	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	5	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	98	98	98	94
Retention Rate ⁹	1	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	65	51
Grades 3-4	72	85
Grades 4-5	64	73
Grades 5-6	74	85

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Stevenson is committed to ensuring a safe and secure environment for learning. We encourage prevention and enforce through the collaboration of school, security, and police. Clear and concise rules and expectations are set and consistently enforced.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Aaron T. Kaczmarek	(480) 472-9000
Transportation Policy	Rita Glandon	(480) 472-9026
Community Resources	Sue Goodwin	(480) 472-9025
School Nutrition Programs	George Fossum	(480) 472-9038
Parent Organization	Nancy Jacobson	(480) 472-9000
Student Health/Nurse	Gina Athetis	(480) 472-9029

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.